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ABSTRACT

It is recommended that a human relations program should address itself to developing understanding and acceptance of oneself and others by relating to others on the basis of their dignity and worth. Its primary goals should be: (1) to develop an awareness on the part of educators and students to the need for honest and open expression; (2) to emphasize team problem-solving where intergroup tensions exist; and (3) to develop a crisis prevention mechanism before problems reach crisis proportions. As suggested guidelines for such a program, the document also discusses: (1) considerations in organizing a local human relations committee; (2) a suggested format for local workshops; (3) acceptable human relations strategies; (4) suggestions for creating positive self-images in children; (5) guidelines for effective intergroup relations; (6) a suggested calendar for a local human relations program; and (7) definitions of human relations concepts. (MB)

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SUGGESTED GOALS FOR LOCAL HUMAN RELATIONS PROGRAMS

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HUMAN RELATIONS GUIDELINES

THE OEA COMMITMENT TO HUMAN RELATIONS

The OEA Commission on Human Relations was established by the OEA Representative Assembly in 1971. The continuing thrust of the Ohio Education Association has been to promote greater communication among people, to enhance self-improvement, and to bring about a change of attitudes through an increased tolerance to differences which can and do inhibit the educational process.

THE GOALS OF HUMAN RELATIONS PROGRAMS

Human Relations programs should address themselves to developing strategies for furthering the understanding and acceptance of oneself and others. It should relate to other people on the basis of their dignity and worth and have as its primary goals the following:

Develop an awareness on the part of educators and students as to the need of interaction through honest open expression, thereby transcending conflict and confrontation.

Emphasize team problem-solving where intergroup tensions exist and where there are concerns among teachers, students, administrators, parents, and the community at large.

Develop a crisis prevention mechanism that emphasize developing awareness of problems before they reach crisis proportions.

HUMAN RELATIONS ASSISTANCE FOR LOCAL ASSOCIATIONS

The IPD Consultant for Human Relations is available to aid local associations in the development of Human Relations Programs. Slide-tape presentations, films and/or filmstrips, and workshop sessions in human and interpersonal relations are available to OEA members interested in developing or in enhancing present human relations programs. Such services may be secured through your local OEA field or UniServ representative.

CONSIDERATIONS WHEN ORGANIZING THE LOCAL HUMAN RELATIONS COMMITTEE

WHAT IS HUMAN RELATIONS?

Human relations begin with the understanding and acceptance of oneself, and others. It should relate to other people on the basis of their dignity and worth as human beings.

PURPOSE OF A HUMAN RELATIONS COMMITTEE

A local Human Relations Committee should work diligently to keep communication lines open between all groups in the school community. It should work to promote understanding, unity and communication among all ethnic groups. It should act as a liaison between school personnel and the public in matters related to human needs, human attitudes and human relationships.

ORGANIZATION OF THE COMMITTEE

The size of the Committee is not as important as the composition. In establishing a Committee it is suggested that the following factors be considered:

All racial and/or ethnic groups should be included.

Educators with varied assignments should be appointed.

Varied length of appointments should be made in order to have experienced individuals on the committee at all times.

Students should be involved as much as possible.

Provisions should be made in the formalized structure of the local association for a human relations committee.

RECOMMENDED OBJECTIVES

The local Human Relations Committee should work toward the accomplishment of the following goals and objectives:

Assess the needs for expanding human relations and developing an awareness of the need for intergroup education to improve pupil and teacher attitudes.

Encourage the development of programs and projects which seek greater involvement and leadership of minority group teachers.

Conduct workshops for educators in human and intergroup relations.

Encourage active recruitment of teachers from minority groups.

Encourage local colleges to develop programs that specifically train teachers in human relations and preparation for working with multi-ethnic groups.

Encourage the recognition and/or observance of special days commemorating heroes and events of all ethnic groups.

SUGGESTED ACTIVITIES

The local Human Relations Committee should work toward implementing the following suggested activities:

Assess the needs for human relations work in the local and plan a program to meet these needs.

Hold meetings to determine areas of concern.

Develop strategies for crisis prevention.

Conduct human relations workshops for the staff.

Display human relations materials in the faculty lounges.

Encourage schools to establish a human relations materials center.

Establish a speakers' bureau on human relations topics.

Plan and conduct a Human Relations Awards Program in your local association.

Contact the OEA Human Relations Consultant for assistance and help in solving problems, establishing programs and in planning activities.

SUGGESTED FORMAT FOR LOCAL HUMAN RELATIONS WORKSHOPS

WORKSHOP OBJECTIVES

Offer specific suggestions to bring about a greater awareness of Human Relations activities.

Provide an opportunity for interaction and improvement of relationships within the group.

SKILL DEVELOPMENT OPPORTUNITIES

Evaluate personal behavior which limits and/or enhances specific human-civil rights.

Recognize, and deal with conflicts between values and rights.

Examine one's own value system.

Deal with controversial issues.

WORKSHOP ACTIVITIES

Self-assessment activities.

Group dynamics - listening and questioning.

Group discussions.

Role playing.

Simulations.

HUMANIZING LEARNING

Some local Human Relations programs have emphasized "humanized learning activities". These activities have included:

Realize that school is not separate and apart from living.

Realize that knowledge is personal, not impersonal.

Realize that what students want to learn is significant.

Realize the need to change so that we won't have yesterday's teachers for today's schools.

Realize that students are people and that all people have worth.

ACCEPTABLE
HUMAN RELATIONS STRATEGIES

WHEN WORKING WITH THE PROFESSIONAL STAFF

Allot faculty meeting time to identify and to discuss human relations problems.

Utilize appropriate tests and evaluate criteria to discover the true potential of each pupil.

Make available library materials on minority group achievements.

Consult with department chairmen, coordinators, and classroom teachers to capitalize on the wealth of human relations content which is available in all areas of the curriculum.

Conduct orientation meetings, workshops, and institutes on human relations.

Organize a faculty human relations committee and/or ad hoc committees on specific problems.

Arrange for combined faculty meeting with personnel of other schools which have similar problems.

Encourage librarian and/or faculty committee to establish a professional library on human relations.

Confer with individual teachers who require help in understanding their roles in a multi-racial school and community.

WHEN WORKING WITH STUDENTS

Encourage the organization of a student human relations club.

Consider the value of student government in establishing a favorable human relations climate.

Provide continuous reevaluation to assure the widest possible pupil participation in school-sponsored activities.

Provide greater opportunities for inter-school activities in addition to athletics.

Provide appropriate recognition for the accomplishment of all great American men and women through classroom activities, exhibits, bulletin board displays, assemblies, special observances, and other means.

Counsel pupils on the basis of academic ability without reference to stereotypes regarding job opportunities.

Provide practical information regarding employment opportunities and training in job-seeking and job-holding techniques.

Encourage school-wide leadership and good citizenship conferences and encampments after regular school hours.

Plan class excursions to inter-group agencies, social service organizations, and inter-cultural centers.

Recognize that the normal co-curricular activities can promote a positive inter-group climate within a school and between schools.

WHEN WORKING WITH THE COMMUNITY

Conduct a periodic community survey to assess diverse ethnic, economic, cultural, and welfare resources and their implications for the school.

Establish rapport with community leaders.

Conduct a series of planned visits by citizens to observe school program in action.

Provide adequate and well-publicized channels for receiving grievances from the community.

Foster programs which will help parents to understand the policies and objectives of the school with respect to inter-group relations.

Make available school resources and faculty and student talents for approved community activities.

Invite qualified resource persons and community leaders of various ethnic and cultural backgrounds to speak to classes and at assemblies and faculty meetings.

Be aware of the role which the neighborhood press plays in interpreting the school to the community.

Counsel parents regarding the desirability and merits of pupil attendance at the school in their residential area.

SUGGESTIONS FOR CREATING POSITIVE SELF-IMAGES IN CHILDREN

SOME DO'S AND DON'TS FOR TEACHERS

Do be just in requirements and in making realistic assignments of lessons.

Do strive to be fair in all situations.

Do show courtesies in relations with pupils.

Do consult parents and use tact when doing so.

Do be consistent in disciplining.

Do show trust and confidence in pupils.

Do make efforts to draw out and encourage the shy and submissive child.

Don't talk about the misdeeds of a pupil except to those who are concerned.

Don't give school work as a punitive measure.

Don't criticize the work of another teacher.

Don't show dislike for any pupil.

Don't make derogatory comments toward parents.

Don't speak or act toward a child in a manner that is undisciplined or unacceptable.

MANNER OF EXPRESSING ONESELF HAS POWERFUL EFFECT UPON STUDENTS

The following self-assessment won't, of course, give you all the answers as to what you should or should not do in the classroom--that's up to you! But it may give you some idea of how successful you are in creating positive self-images in your children and--perhaps more important--determine if you have a positive attitude toward your students.

WARMTH

Do I share my feelings with my students? (laughter, anger, excitement, enthusiasm, etc.)

Whenever possible, do I welcome each student individually at the beginning of class?

Do I say goodbye to as many students as possible at the close of class?

Do I notice and comment favorably on the things that are important to students? (new clothes, hairdo, etc.)

Do I seek out students for special activities? (having lunch, running projector, dusting erasers, getting a book from the library.)

Do I spread my attention around and include each student?

Do I keep a special watch for the student who may need special attention?

Do I show students who return after being absent that I am happy to have them back in class, and that they were missed?

RESPECT

Do I permit students to challenge my opinions?

If money is needed for a show or activity, do I let students earn their way whenever possible?

Do I make sure that if some students go to a show, they all go?

Do I allow students to help formulate the rules they are asked to follow?

Do I give students a voice in planning?

Do I learn the name of each student as soon as possible, and do I use that name often?

Do I show a special interest in any observations students make or problems they may have?

Do I talk <u>with</u> students, not just <u>at</u> them?

Do I give students the opportunity to demonstrate their talents or special interests?

Do I encourage students to try something new and to join in new activities?

Do I encourage each student to make contributions to the class, and am I generous in my reactions?

Do I practice real and honest courtesy with my students?

Do I avoid unfair competition in the classroom?

Do I have patience with my students?

SUCCESS

Do I insure that every child has a reasonable chance of success today?

Do I give students the opportunity to be trustworthy?

Do I delegate responsibility to students?

Do I take special opportunities to praise students for their successes?

Do I make generally positive comments on written work?

Do I give extra support and encouragement to slower-working students?

Do I get tasks which are, and which appear to the student to be, within his abilities?

Do I recognize the success of students in terms of what they did earlier?

Do I allow my students the opportunity to make mistakes without penalty?

CONTROL

Do I make sure that I am adequately prepared for class?

Do I arrive in class before my students?

Do I teach in as exciting and interesting manner as possible?

Do I remember to think of small discipline problems as understandable events, and not as personal insults?

Do I give proper assignments: not too easy, too hard, too vague, too dull?

Do I avoid having "favorites"?

Within my limits, is there room for students to be active and natural?

Do I have a clear idea of what is, and what is not, acceptable in my class?

Do my students have a clear idea of what is, and what is not, acceptable in my class?

SOME GUIDELINES IN THE ORGANIZATION OF EFFECTIVE INTERGROUP RELATIONS PROGRAMS

Any faculty or individuals interested in the initiation and implementation of effective, meaningful intergroup relations programs should take into consideration the following factors:

Assessment of needs of minority and majority students.

Adoption of goals ba ed on needs and desired behavior outcomes.

Involvement of total faculty, including classified, in study of school needs and adoption of goals.

Clear delineation of roles and responsibilities for administrators, teacher, classified personnel, parents, and students.

Periodic evaluation procedures.

Programs and activities that touch all students as well as extend into the community.

Selection of advisory committee to assist principal and intergroup relations representative.

Establishment of in-house and community communication vehicle.

Development of resource center for both faculty and students.

Professional faculty study of racial and social issues affecting classroom.

Administrative leadership and support.

Methodology and procedures to be used in reaching objectives.

Program time line or schedule of events.

Identification of groups affected directly or indirectly by programs.

Selection of intergroup relations representative to coordinate program.

Description of student body and community composition.

Intensity and meaningfulness of programs.

Commitment to integration in precept and practice.

Continuity and articulation of programs and activities.

Intergroup relations units of work and related courses.

Program content based upon needs of students and stated goals.

SUGGESTED CALENDAR FOR A LOCAL HUMAN RELATIONS PROGRAM

In response to a number of requests for a human relations format that might be used throughout the year at the local or district level, this suggested calendar is offered.

JULY

Notify OEA-IPD Office of Human Resources of committee members, staff liaison, chairperson, etc.

Obtain and review copies of OEA Committee and Commission Implementation Reports.

Assess and evaluate current NEA and OEA HR resolutions and policies; compare with local association resolutions and policies.

Identify major areas of concern for HR Committee at the local level.

AUGUST

Establish Budgetary allocations for current year.

Issue charge to HR Committee.

Endorse OEA Implementation Report.

Agree on major problem areas, objectives, and priorities.

Assign specific priorities to individuals, subcommittees.

Participate in OEA Leadership Academy or OEA Local Leaders Conference.

SEPTEMBER

Report major goals, priorities to local association general meeting or representative assembly; obtain endorsement where needed.

Identify building HR contacts.

Organize meeting with OEA or district HR Commission contact person.

Set and agree on schedule for regular meetings during the year

Establish speakers' bureau on HR topics.

OCTOBER

Initial Projects should be well underway.

In-service programs should be coordinated with other schools in the local system-wide structure or county-wide area.

Disseminate OEA HR Newsletter to HR contacts in all buildings across the local school district.

Contact local HR agency and/or establish liaison relationship with civic and PTO groups within the school-community

Organize ad hoc and subcommittee functions.

Complete registration for OEA Fall Conference on HR; send to IPD Office of Human Resources.

NOVEMBER

Continuation of programs; re-evaluate priorities, implementation so far.

Participate in OEA Fall Conference on Human Relations in Columbus.

Appoint resolutions subcommittee to prepare for OEA Representative Assembly to be held in December in Columbus.

Initiate subcommittee efforts on student rights; contact and work with student leaders on school climate and attitudes.

DECEMBER

December 10 -- International Human Rights Day observance.

Endorse resolutions pertaining to human relations concerns in preparation for OEA Representative Assembly.

Attend OEA Representative Assembly or be sure local association representation is aware of your local HR concerns.

Organize coalition of interested community groups where common issues relative to human relations and intergroup communication have surfaced; include mass media, churches, civic and business groups and local industry or human relations agencies at the municipal or county level.

JANUARY

January 15 -- Birthday of Dr. Martin Luther King, Jr.

First Monday on or after January 15 has been set aside by Ohio General Assembly as Human Day. Inservice programs following theme of harmony in human relationships should be stressed.

Programs of a unique or system-wide nature may qualify for OEA and NEA Human Relations Awards.

Submit resolutions to district or state resolutions committee when available.

Prepare observance for Negro History Week.

Organize data bank resource people who can speak on a variety of human relations issues.

FEBRUARY

February 12-19,1976 -- National Negro History Week. Complete applications for OEA Winter Human Relations Conference on Affirmative Action and plan to attend.

National Brotherhood Week -- participate with other local organizations in appropriate activities.

Initiate, where possible, exchange programs or field trips between white and non-white schools to reduce the level of racial insulation and isolation.

Utilize last half of this month to evaluate school and community for equality of opportunity, discrimination on the basis of race or sex, access to housing, etc.

MARCH

Complete registration for OEA Human Relations Spring Conference.

Prepare for State Representative Assembly. Work on Negotiations Committee contract proposals; include considerations for Title VII and/or Title IX.

Participate in annual conference or workshop for teachers

Sponsor "Human Rights Awards Dinner." State Education Association Spring Conference.

APRIL

April 4 -- Anniversary of death of Dr. Martin Luther King, Jr.

Evaluate OEA Representative Assembly actions as to implication for the future director of the Human Relations Department.

Evaluate school grading, testing, and student assignment practices to ensure equal opportunities. Assist in affirmative action program for school activities. Assist in the development of a minority recruitment program for the school district.

MAY

Plan budget for 1976-1977 school year.

Complete annual reports of accomplishments.

Review unfinished business.

Conduct weekend retreat or seminar for teachers and/or community leaders.

See that steps are being taken to ensure effective minority representation in local educational leadership and where applicable.

Prepare summer agenda.

JUNE

Prepare for NEA Representative Assembly (Convention).

A DEFINITION OF SOME HUMAN RELATIONS CONCEPTS !

HUMAN RELATIONS -- Human Relations is interaction and cooperation of people in groups. It is the integration of people into a work situation that motivates them to work together productively and cooperatively.

AWARENESS -- Awareness is when individuals experience through interpersonal relations the needs of others, understanding of attitudes and conditions which warrant human reactions.

BEHAVIORAL CHANGE -- Behavioral change has several social influences--compliance, identification and internalization.

COMMITMENT -- Commitment is more than just being present and being attentive to the group. It refers to being responsive and responsible for bringing about some change.

COMMUNICATION -- Adequate communication is built upon a two-way flow of information which acts as a process of mutual influence. It is the bridge over which all technical knowledge and human relationships must travel.

COPING WITH CHANGE -- The ability to cope with change of attitude, feelings, technical skills, self-perception are often elicited by some change agent. The local Human Relations committee can perform the function of being this type of change agent when dealing with interpersonal concerns.

EMPATHY -- Empathy means "tuning in" on other individuals' wave lengths; allowing oneself to experience or merge experience of another; reflect on experiences while suspending any judgement; and being open.

EXISTENTIALISM -- Existentialism stresses the freedom and responsibility of the individual. "I am, therefore, I exist" -- being free to make choices, choosing own values, and accepting responsibility for values chosen. However, growth and development comes from the recognition of the experience and self-responsibility for choices made.

INTER-CULTURAL COMMUNICATION -- Inter-Cultural communication refers to interacting with other cultures. Human Relations training in interpersonal relations can improve inter-cultural communication among groups, awareness of inter-cultural problems that establish barriers, and help eliminate misconceived ideas and previously formed attitudes.

INTERPERSONAL RELATIONS -- Interpersonal relations relate to the behavior between individuals who are interacting in a positive manner. The ability to communicate is often limited by one's lack of awareness of his own behavior in relating to others. The quality of the interpersonal relations between the teacher and student often promotes growth.

REDESIGNED VALUE-CONCEPTS -- Redesigned value concepts occur where growth is directed. Value concepts reflect one's view of self and therefore any redesigning of these attitudes must be developed in a non-threatening atmosphere and through positive experiences.

RESPECT -- Respect means holding positive regard for others, communicating warmth, care, understanding; and accepting others as to their own unconditional worth.

SELF-IMAGE -- Self-image refers to our perceptive view of self. All individuals react to and reflect the way and manner in which others see them. Therefore, students' self-image can be improved by the positive reinforcements that teachers and others give to them.

TOLERANCE -- Tolerance is the freedom to discuss and explore Human Relations problems. It requires the ability not to prejudge a member's contribution -- or individual's worth in any group. Confrontation, aggressions, hostility are attitudes that can be eliminated if we show more tolerance and practice Human Relations skills.